

Children's Enrichment Enterprises, Inc.

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Workshop Outcomes for Core of Knowledge classes for September – December 2010

Brain Research: Bright Beginnings for Babies – CD

1. Teachers will list the windows of opportunity for wiring the brains of infants and toddlers.
2. Teachers will identify suggestions for enhancing wiring opportunities during the first 3 years of a child's life.
3. Teachers will describe the wiring opportunities for each domain of development including emotional, social, intellectual (which includes language and cognition), and physical (which includes motor and vision).
4. Teachers will create interactive experiences designed to enhance wiring opportunities in the classroom.
5. Teachers will construct curriculum plans to stimulate wiring opportunities for children in their classrooms.

Designing and Creating Natural Play Environments – PROF

1. Teachers will explore creating a more natural kind of outdoor environment that includes different colors, sounds, textures and scents.
2. Teachers will explore what children might discover, learn, and experience in a natural play environment.
3. Teachers will design a strategy for enlisting family members and staff to create a more natural outdoor learning environment.

A Joyful Journey to Literacy: The Great Debate – CURR

1. Teachers will identify and remember 4 basic principles of emergent literacy.
2. Teachers will examine stages of literacy development and list strategies to help children develop at each stage.
3. Teachers will evaluate their current literacy strategies, identify strengths and weaknesses, and make a plan for positive changes.
4. Teachers will select new literacy strategies to use in the classroom.

Family (or Parent) Conferencing: Asking and Listening – COMM

1. Teachers will identify effective conferencing techniques.
2. Teachers will evaluate their current level of knowledge and information about the children in their classrooms.
3. Teachers will improve their ability to ask for information.
4. Teachers will enhance their skills for listening to family members.
5. Teachers will contribute ideas to pre-conference family questionnaires.
6. Teachers will learn how to create action plans in collaboration with parents during conferences.
7. Teachers will complete conference-planning forms as a part of the conference planning process.

Breastfeeding Promotion in Early Care and Education – HSN

1. Teachers will list the health benefits of breastfeeding.
2. Teachers will describe the emotional benefits of breastfeeding.
3. Teachers will demonstrate ways to support breastfeeding mothers by providing an open invitation to breastfeed during the day, a private, comfortable place to breast feed, and labeled baskets in the freezer for the storage of frozen breast milk.
4. Teachers will share information about breastfeeding benefits with others in their school communities.

Using the Power of Nature to Help Children Heal – PROF

1. Teachers will assess children's fears and misconceptions about natural environments.
2. Teachers will understand how children's connections with nature can help them heal and cope with trauma, sadness, violence, fear, depression, attention deficits, and hyperactivity.
3. Teachers will identify teaching strategies to help children develop a sense of the seasons.
4. Teachers will identify teaching strategies to help children develop a sense of themselves as nurturers.
5. Teachers will identify teaching strategies to help children develop a connection to the timeless and larger-than-life elements of nature.
6. Teachers will identify teaching strategies to develop bonds with the natural world in order to feel trust and comfort from connections with the natural world.

What's So Positive About Positive Discipline? – CD

1. Teachers will understand the concept of positive discipline.
2. Teachers will formulate specific ideas for applying positive discipline to the classroom by:
 - becoming reliable, ethical role model
 - basing expectation of behavior on knowledge of child development as well as knowledge of individual children
 - respectfully and completely explaining rules to children and families on a routine basis
 - identifying reasonable, related, and respectful consequences
 - understanding and analyzing the underlying causes and motivation for inappropriate behavior
 - identifying behaviors that might require further intervention by helping professionals
 - focusing on preventing problem situations
 - giving attention and encouragement to children for meeting classroom expectations as well as for typical behavior
 - focusing on what children can do instead of on what they can't or shouldn't do
 - giving children many age-appropriate choices
 - identifying and discussing feelings openly
 - coaching children in using more sophisticated social problem-solving skills including sharing, trading, dividing resources, compromising, negotiating, strategizing
 - avoiding labeling children
 - channeling excess energy into more appropriate and constructive pursuits.

SIDS: Saving Babies in Our Communities – HSN

1. Teachers will understand what Sudden Infant Death Syndrome (SIDS) is.
2. Infant teachers will know the risk factors that contribute to Sudden Infant Death Syndrome (SIDS).
3. Teachers will understand why infants under the age of 12 months are always put to sleep on their backs.
4. Teachers will learn teaching strategies to collaborate with families to understand the risks of SIDS and how to reduce the chances of their babies becoming victims of SIDS.